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ABSTRACT

The institute evaluated in this report, approved and funded through Title IV of the Civil Rights Act, was planned to accommodate 120 participants representing four school systems located in Northeast Louisiana. These school systems had been involved in the desegregation of faculty and students. The total student population of the four school systems is approximately 48,900 and the teaching and administrative staff is approximately 2,150. The 120 participants were selected at the parish and/or system level. Problems around which the Consortium activities would focus were identified through a series of meetings with personnel from Northeast Louisiana University, representatives from the Educational Resource Center in New Orleans, the U.S. Office of Education's Regional Office in Dallas, and representatives from the four school systems. The program was designed to facilitate changes in the attitudes and behavior of the participants. It was hoped these changes would be reflected in greater understanding of problems at the school or system level and would promote a heightening of educational quality. (Author/JM)

ED050216

Northeast Louisiana University

College of Education

Monroe, Louisiana

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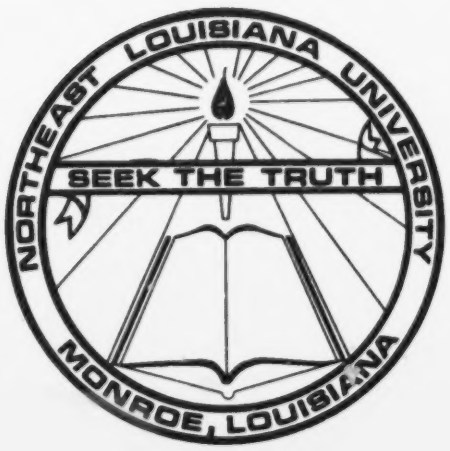

An Evaluation of the Northeast Louisiana Consortium to Investigate and Find Solutions to Problems Attendant to School Desegregation

Summer 1970

H. T. Garner
Consortium Director

WD011507

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This Institute was approved and funded through Title IV of the Civil Rights Act. After the initial negotiations were completed with the Regional Office in Dallas, subsequent program planning and financing were administered through the Educational Resource Center for Desegregation, Tulane University.

Funds will be requested to carry on the Follow-Up activities described in the Evaluation Report.

AN EVALUATION OF THE NORTHEAST LOUISIANA CONSORTIUM FOR INVESTIGATING AND SEEKING SOLUTIONS TO PROBLEMS OF DESEGREGATION

July 31, 1970

I. Overview

- A. Background
- B. Participants
- C. Staff
- D. Parish Coordinators
- E. Parish Superintendents
- F. Consultants

II. Organization Daily Activities

III. Participant Evaluations

IV. Results of Attitudinal Surveys

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OVERVIEW

The Northeast Louisiana Consortium to Investigate and Find Solutions to Problems Attendant to School Desegregation was planned to accomodate 120 participants representing four school systems located in Northeast Louisiana, namely: Ouachita Parish Schools, City of Monroe Schools, Morehouse Parish Schools, and Richland Parish Schools. These school systems had been involved in the desegregation of faculty and students. The total student population of the four school systems is approximately 48,900 and the teaching and administrative staff is approximately 2,150. The 120 participants were selected at the parish and/or system level and each received fifteen dollars for each day of attendance.

Problems around which Consortium activities would focus were identified through a series of meetings with personnel from Northeast Louisiana University, representatives from the Educational Resource Center in New Orleans, the U. S. Office of Education's Regional Office in Dallas, and representatives from the four school systems identified above. These problems, common to all the school systems, were:

1. The need for effective classroom behavior
2. The need to involve students, teachers, administrators and the community in the total school experience
3. The need for effective communication with people whose culture and life style are different
4. The need for an increasing awareness of ethnic-sociological differences and needs of all students, both psychological and academic

The program of the Consortium was designed to facilitate changes in the attitudes and behavior of the participants. It was hoped the changes in attitudes and behavior of the participants would be reflected in greater understanding of problems at the school or system level and result in increased efforts to maintain and perpetuate programs of quality education. Problems which gave rise to the proposal delineate the following specific objectives:

1. To investigate and seek solutions to problems of discipline caused by desegregation of schools
2. To investigate and find solutions to problems caused by involvement of all students and teachers in the total school program (This could include extra-curricular activities and problems connected with transportation and campus activities.)
3. To investigate and seek solutions to problems of communication arising among students, teachers, parents, and the community
4. To investigate ways of changing attitudes of teachers and administrators that may now be jeopardizing educational programs
5. To investigate and seek out new and innovative programs that have been established to solve these problems
6. To develop in-service programs at the school level that will perpetuate the strategies discovered in these workshop activities

The Consortium operated on a five hour daily schedule with three weeks of activities for teachers and three weeks for administrators. These six weeks provided the staff and participants numerous opportunities for activities geared toward full implementation of the objectives.

College credit was earned by many of the participants.

Parish Superintendents

Dr. J. Harvey Walthall--Monroe City Schools

Mr. J. O. Lancaster--Ouachita Parish Schools

Mr. O. L. Harper--Morehouse Parish Schools

Mr. J. L. McConathy--Richland Parish Schools

Parish Coordinators

Mr. Frank Woolie--Ouachita Parish Schools

Mr. L. A. Nute--Morehouse Parish Schools

Mr. Henry Hazlitt--Richland Parish Schools

Mr. Sidney Seegers--Monroe City Schools

Staff

Dr. Albertine B. Hayes--Supervisor of Mathematics and Science Education, Caddo Parish Schools

Dr. Jack Smith--Principal, Monroe City Schools

Mr. S. T. Howell--Principal, Ouachita Parish Schools

Dr. Jo Ann Dauzat--Elementary Education Specialist

Dr. H. T. Garner--Dean of the School of Education, Northeast Louisiana University

Participants

The following is a list of participants. The list is divided according to teaching and administrative positions. The employing parish or school system, the employing school, the subject or grade level taught, the administrative position, and the race are listed for each participant.

1. Teachers

Monroe City

	Name	Race	School	Grade or Subject
1.	Mrs. Blanche Brown	B	Lincoln	5
2.	Mrs. Annie Butler	B	Lida Benton	4
3.	Mrs. Bobbie Butler	B	Neville	Biology
4.	Mrs. Virgus Crayton	B	Lida Benton	2
5.	Mrs. Barbara Dearie	W	Berg Jones	1
6.	Miss Cyrenthia Dunn	B	Lexington	3
7.	Mrs. Ellen Gardner	B	Barkdull Faulk	4
8.	Mrs. Lula Harris	B	Neville	Biology
9.	Mrs. Carrie Hood	B	Lexington	4
10.	Mrs. Joyce Johnson	B	Lida Benton	5
11.	Mrs. Amanda Johnson	B	Barkdull Faulk	3
12.	Mrs. Francis Norris	W	Wossman	Math
13.	Mr. Christopher Rodgers	B	Carver	6
14.	Miss Evelin Sanello	W	Carver	3
15.	Mrs. Sue Taylor	W	Wossman	10-12
16.	Mrs. Louise Wade	B	Carroll	Speech
17.	Mrs. Tommie West	B	Neville	P.E.
18.	Mr. Earnest White	B	Carroll	Social Studies

Ouachita Parish

1.	Mr. Walter Allen	B	Richardson	Am. History
2.	Mrs. Mamie Anding	W	Ransom	5
3.	Mrs. Linda Bailey	W	Sterlington	6
4.	Mrs. Peggy Cayer	W	Central	5, 6
5.	Mrs. Nelda Channell	W	Crosley	1
6.	Mr. Frank Fragala	W	Richardson	Chem-Biology
7.	Mr. Wilbert Gardner	B	Swayze	6
8.	Mrs. Blanche Harris	W	Robinson	5
9.	Mr. Terry Hayden	W	Lenwil	6
10.	Mrs. Malinda Hilton	W	Ouachita Elem.	Counselor
11.	Mrs. Ernestine Howell	W	Ouachita High	Counselor
12.	Mrs. Barbara Jackson	W	W. M. Jr. High	Art
13.	Mr. Richard Johnson	B	Richwood	Music
14.	Mrs. Jane Johnston	W	Calhoun	Art
15.	Mrs. Carolyn Leavell	W	Calhoun	English
16.	Mr. William Mims	W	Woodlawn	6
17.	Mr. James Mobley	W	Sterlington	7, 8
18.	Mr. Wayne Owens	W	Lenwil	5
19.	Mrs. Thelma Ponder	W	Shady Grove	2
20.	Mrs. Yvonne Reed	B	Riser	Reading
21.	Mrs. Mary Roberson	B	Riser	Math
22.	Mrs. Malvin Smith	B	Booker T. Wash.	Reading
23.	Mrs. Yvonne Sparks	B	Millsaps	5
24.	Mrs. Erma Taylor	W	Logtown	5
25.	Mrs. Beverly Wilson	W	W. M. High	English
26.	Mrs. Cleora Wilson	W	Millsaps	2

Morehouse Parish

1.	Mrs. Addie Becton	W	West Side	Special Ed.
2.	Mrs. Addie Brodnax	W	South Side	5

(Morehouse cont.)

	Name	Race	School	Grade or Subject
3.	Mrs. Fern Hills	W	Eastside	3
4.	Mrs. Delores Humphries	W	Delta	Math
5.	Mrs. Jarotha Jones	B	H. V. Adams	4
6.	Mrs. Lealah Johnson	B	Collinston	6
7.	Mrs. Rose Montgomery	B	St. Matthew	5, 6
8.	Mrs. Beulah Nelson	W	West Side	4
9.	Mrs. Elizabeth Odom	W	West Side	6
10.	Mrs. Litter Overton	B	St. Matthew	7
11.	Mr. Johnny Pegues	B	Bastrop High	H. & P.E.
12.	Mrs. Susanna Rose	B	Johnson	4
13.	Mrs. Rebecca Sanders	W	Beckman	3
14.	Mr. Charlie Small	B	Ridgeway	7, 8
15.	Mrs. Julia Smith	B	Bastrop	1
16.	Mr. Harry Whaley	B	Collinston	7, 8
17.	Mrs. Angela Williams	W	Bastrop High	Business Ed.

Richland Parish

1.	Mr. Chester Adams	B	Eula Britton	6-8
2.	Mrs. Lenita Brown	B	Eula Britton	4, 5
3.	Mrs. Phoebe Brown	B	Eula Britton	4, 5
4.	Mrs. Lila Byers	W	Rayville High	10
5.	Mrs. Johnnie Haynes	B	Start	2,3
6.	Mrs. Alice Lyons	B	Mangham	2
7.	Mrs. Carrie Marshall	B	Delhi	4, 5
8.	Mrs. Lula McMahon	W	Holly Ridge	9-12
9.	Mr. Burnell Richardson	B	Rayville	5
10.	Mrs. Evelyn Richardson	B	Start	9-12
11.	Mrs. Pinkie Sneed	B	Alto	4, 7
12.	Mr. Walter Spain	B	Alto	4-7
13.	Mrs. Zephyr Stephens	B	Rayville	English
14.	Mr. Westley Thompson	B	Mangham High	6
15.	Mrs. Eunice Walker	B	Ester Toombs	2
16.	Mrs. Mary Watsom	W	Delhi High	2

2. Administrators

Monroe City

	Name	Race	School	Position
1.	Eleona Brinsmade	W	Elem, Jr. High	Supervisor
2.	W. E. Chappell	W	Neville High	Teacher
3.	Charles Edwards	B	Monroe City	Supervisor
4.	Donald Robinson	W	Georgia Tucker	Principal
5.	Leon Sims	W	Jefferson Jr. High	Asst. Prin.
6.	Gene Southern	W	Wossman	Principal
7.	Jack Wagner	B	Carroll	Teacher

Ouachita Parish

	Name	Race	School	Position
1.	Bobby Caldwell	W	Ouachita Jr. Hi.	Asst. Prin.
2.	Gilbert Clarke	W	Ouachita Jr. Hi.	Principal
3.	Mary Goins	B	Robinson	Principal
4.	Hoyt Lee	W	West Monroe	Principal
5.	K. L. Lindsay	W	Ouachita Elem.	Principal
6.	Josephin McCranie	W	Central Office	Supervisor
7.	James McKay	W	Ouachita Jr. Hi.	Principal
8.	Eugene Martin	B	Central Elem.	Principal
9.	Oscar Pace	W	Ouachita High	Principal
10.	Abe Pieney	B	Ouachita High	Principal
11.	James Rainwater	W	Ouachita Elem.	Principal
12.	Patrick Robinson	B	Swayze	Principal
13.	Walter Slater	B	Boley Jr. High	Principal
14.	James Thomas	B	Richardson Jr. Hi.	Principal
15.	James Walters	W	Ouachita Elem.	Principal
16.	C. O. Wilson	W	Ouachita Elem.	Principal
17.	C. L. Wink	W	Ouachita Elem.	Principal

Morehouse Parish

1.	J. P. Ballinger	W	Morehouse	School Bd. Member
2.	Woodrow Brown	W	Jr. High	Principal
3.	Herbert Dawkins	W	Elem.	Principal
4.	Clayton Haddox	W	Elem.	Principal
5.	Milton Jackson	B	Elem. and Jr. Hi.	Principal
6.	Eva Kyles	B	Sr. High	Counselor
7.	L. A. Nute	B	Morehouse	Supervisor
8.	Rudolph Tarver	W	Elem. and Jr. Hi.	Principal
9.	Margaret Upton	W	Elem.	Principal
10.	William Washington	B	Sr. High	Principal

Richland Parish

1.	Isam M. Berry	B	Britton	Asst. Prin.
2.	Theo Jones	W	Mangham	Asst. Prin.
3.	J. C. Letlow	W	Rayville High	Principal
4.	Elwyn C. Lyles	W	Mangham	Principal
5.	Herbert Nash	B	Delhi High	Principal
6.	Edgar C. Upton, Jr.	W	Holly Ridge	Principal

Consultants

The following is a list of the consultants employed in the consortium. The consultants and their topics of presentation are presented in two sections. The first group of consultants made presentations during the session for teachers, while the second group was presented to the administrators.

1. Consultants for Teachers

Dr. R. K. Bent, Northeast Louisiana University--"An Overview of the Problems involved in Desegregation"

Dr. Joe Frost, University of Texas--"Achieving Effective Communications in Desegregated Schools"

Dr. David Aspy, University of Florida--"Classroom Management in Desegregated Schools"

Dr. Joshua Smith, Ford Foundation--"Bridging the Gap Between Ethnic Groups"

Dr. James Foley, Buffalo, New York, School System--"The Affective Domain and Implications for Education in Unitary School Systems"

Dr. Earl Turner, Caddo Parish Schools--"Community Involvement in the Unitary Schools"

Mr. David Middleton, Caddo Parish Schools--"In-service Education as an Instrument for Facilitating Unitary School Systems"

Dr. Wayne Gilbert, Northeast Louisiana University--"Administration of pre-test and post-test attitude inventories"

2. Consultants for Administrators

Dr. R. K. Bent, Northeast Louisiana University--"An Overview of the Problems Involved in Desegregation"

Dr. Joe Frost, University of Texas--"The Affective Domain and Disadvantaged Students in Desegregated Schools"

Dr. Mac Spears, Dillard University--"Ethnic and Sociological Differences in the School Population"

Dr. John Greene, East Baton Rouge Parish Schools--"Understanding the Characteristics of Students and Planning Instructional Strategies in Unitary Schools"

Mr. Art Greene, Louisiana School Board Association--"The Louisiana School Board Association s Role in Moving Toward a Unitary School System"

Dr. Wayne Gilbert, Northeast Louisiana University--"Administration of pre-test and post-test attitude inventories"

ORGANIZATION, MATERIALS AND DESCRIPTION OF WEEKLY ACTIVITIES

Organization of Teacher Workshop (June 1 - 19).

Four basic problems relative to public school desegregation were identified during the planning stages of the Consortium. The director and the staff members decided that the most appropriate method to attack the problem areas was to organize the teachers into four groups. It was also decided to determine these groups according to the teaching area of each teacher. The participants were divided into four groups in the following manner: primary, intermediate, junior high school, and senior high school. The four groups worked with each member of the staff members. The groups discussed materials pertinent to their particular problem area, reacted to assigned course materials, and interacted with the consultants. The staff's responsibilities were divided in the following problem areas:

Mr. S. T. Howell - Involvement of teachers, students, administrators and the community in the total school program

Dr. Jo Ann Dauzat - Ethnic - sociological differences and needs of students

Dr. Albertine B. Hayes - Effective communication with people of different cultures

Dr. Jack E. Smith - Effective ways of dealing with discipline

Organization of Administrator Workshop (June 22 - July 9).

Forty administrators participated in the workshop as compared to seventy-seven teachers. Due to this reduced number of participants, only two staff members were needed. Each staff member was assigned two of the problem areas. Two groups were established by the participants ounting off 1, 2 - 1, 2, and etc. As a result of this process, a balanced group resulted both racially and in levels of educational responsibility. The groups contained primary, intermediate,

junior high, and senior high principals, supervisory personnel, and a school board member. The two groups worked with the staff members on materials pertinent to the problem areas, discussed selected course materials, and interacted with consultants on varying subjects related to desegregation. The two staff members and their problem areas were as follows:

Dr. Albertine B. Hayes - (1) Effective communication with people of different cultures

(2) Ethnic - sociological differences and needs of students

Dr. Jack E. Smith - (3) Effective ways of dealing with discipline

(4) Involvement of teachers, students, administrators and the community in the total school program

Since one of the basic objectives was a positive attitude change, attitude inventories were administered at the beginning and conclusion of the course to determine if any changes took place. This was done in the teacher and administrator groups.

Materials - The director and staff of the Consortium selected the materials listed below which were purchased and distributed to each participant:

Bash, James H., Effective Teaching in the Desegregated School, Phi Delta Kappa, Bloomington, 1969.

Bash, James H. and Long, Roger L., Effective Administration in Desegregated Schools, Phi Delta Kappa, Bloomington, 1969.

Bash, James H. and Morris, Thomas J., Planning and Implementing In-service Education Programs in Desegregated Schools, Phi Delta Kappa, Bloomington, 1968.

Bash, James H. and Morris, Thomas J., Practices and Patterns of Faculty Desegregation, Phi Delta Kappa, Bloomington, 1967.

Bash, James H. and Morris, Thomas J., Utilization Community Resources to Implement School Desegregation, Phi Delta Kappa, Bloomington, 1968.

Levine, Daniel U. and Doll, Russell C., Inner-City Schools and the Beginning Teacher, Phi Delta Kappa, Bloomington, 1966.

Noar, Gertrude, The Teacher and Integration, Student National Education Association, Washington, 1966.

Weinberg, Meyer, Desegregation Research: An Appraisal, Phi Delta Kappa, Bloomington, 1969.

The participants conducted research in current periodicals with the purpose of gaining new ideas and constructing a bibliography of the most recent articles related to the four major problem areas. The information obtained by the researcher was shared with his group during class discussions. This up-to-date material produced much interest and interaction within the groups. A bibliography was compiled in each of the four problem areas at the end of the course in both the teacher and administrator groups.

Description of Weekly Activities

A brief description of the weekly activities of the Consortium is as follows:

Teacher Workshop - June 1 - 19

Monday - June 1, 1970 - Registration

Tuesday - June 2, 1970

9:00 - 10:00 A.M. Orientation of Consortium - Dean H. T. Garner

10:00 - 12:00 A.M. Administration of attitude inventories (pre-test) Dr. Wayne Gilbert

1:00 - 3:00 P.M. Tour of Sandel Library
Research

Wednesday - June 3, 1970

8:00 - 9:30 A.M. Identification of the problem - staff

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. R. K. Bent

Thursday - June 4, 1970

8:00 - 9:30 A.M. Staff presentation (major problem area)

9:30 -11:30 A.M. Library research (major problem area)

12:30 - 2:00 P.M. Research, identification and development of promising strategies

Friday - June 5, 1970 (groups rotated to new staff members)

8:00 - 9:30 A.M. Identification of problem (major problem area)

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant-Dr. Joe Frost

Monday - June 8, 1970

8:00 - 9:30 A.M. Staff presentation

9:30 -11:30 A.M. Library research

12:30 - 2:00 P.M. Research, Identification and development of Promising strategies

Tuesday - June 9, 1970

8:00 - 9:30 A.M. Discussion of Course Materials

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. David Aspy

Wednesday - June 10, 1970 (groups rotated to new staff members)

8:00 - 9:30 A.M. Identification of problem

9:30 -11:30 A.M. Library research

12:30 - 2:00 P.M. Research, identification and development of promising strategies
Evaluation of course.

Thursday - June 11, 1970

8:00 - 9:30 A.M. Staff presentation

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. Joshua Smith

Friday - June 12, 1970

8:00 - 9:30 A.M. Discussion of course materials

9:30 -11:30 A.M. Library research

12:30 - 2:00 P.M. Review of course materials assigned in the morning session

Monday - June 15, 1970 (groups rotated to new staff member)

8:00 - 9:30 A.M. Identification of problems

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. Earl Turner

Tuesday - June 16, 1970

8:00 - 9:30 A.M. Staff presentation

9:30 -11:30 A.M. Library research

12:30 - 2:00 P.M. Research, identification, and development of promising strategies

Wednesday - June 17, 1970

8:00 - 9:30 A.M. Discussion of course materials

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. James Foley

Thursday - June 18, 1970

8:00 - 9:30 A.M. Discussion of course materials

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant Mr. David Middleton

Friday - June 19, 1970

8:00 - 9:30 A.M. Discussion of course materials and promising strategies

9:30 -11:30 A.M. Administration of attitude inventories- Dr. Wayne Gilbert

12:30 - 2:00 P.M. Participant evaluation of course

Administrator Workshop - June 22 - July 9, 1970

Monday - June 1, 1970 - Registration

Monday - June 22, 1970

9:00 - 10:00 A.M. Orientation - Dean H. T. Garner

10:00 - 12:00 A.M. Administration of attitude inventories- Dr. Wayne Gilbert

1:00 - 3:00 P.M. Tour of Sandel Library Research

Tuesday - June 23, 1970

8:00 - 9:30 A.M. Identification of problem (major group problem area)

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. R. K. Bent

Wednesday - June 24, 1970

8:00 - 9:30 A.M. Staff Presentation (major problem area)

9:30 -11:30 A.M. Library research (major problem area)

12:30 - 2:00 P.M. Research, identification, and development of promising strategies

Thursday - June 25, 1970

8:00 - 9:30 A.M. Discussion of course materials and strategies

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. M. Spears

Friday - June 26, 1970

8:00 - 9:30 A.M. Identification of problem (New group topic)

9:30 -11:30 A.M. Discussion of course materials and strategies

1 :30 - 2:00 P.M. Field research

Monday - June 29, 1970

8:00 - 9:30 A.M. Staff presentation

9:30 -11:30 A.M. Library research

12:30 - 2:00 P.M. Research, identification, and development of promising strategies

Tuesday - June 30, 1970

8:00 - 9:30 A.M. Discussion of course materials

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Dr. Earl Turner

Wednesday - July 1, 1970 (group rotation to new staff member)

8:00 - 9:00 A.M. Identification of problem

9:00 - 9:30 A.M. Participant evaluation of course

9:30 -11:30 A.M. Staff presentation

12:30 - 2:00 P.M. Field research

Thursday - July 2, 1970

8:00 - 9:30 A.M. Research, identification, development of promising strategies

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant- Dr. Joe Frost

Friday - July 3, 1970 Holiday

Monday - July 6, 1970

8:00 - 9:30 A.M. Identification of problem

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant- Dr. John Greene

Tuesday - July 7, 1970

8:00 - 9:30 A.M. Staff presentation

9:30 -11:30 A.M. Library research

12:30 - 2:00 P.M. Research, identification, and development of promising strategies

Wednesday - July 8, 1970

8:00 - 9:30 A.M. Discussion of course materials

9:30 -11:30 A.M. and 12:30 - 2:00 P.M. Consultant - Mr. Art Greene

Thursday - July 9, 1970

8:00 - 9:00 A.M. Discuss course materials and strategies

9:00 - 9:30 A.M. Participant evaluation of course

9:30 -11:30 A.M. Attitude inventories - Post-test - Dr. Wayne Gilbert

PARTICIPANT EVALUATION

Participants were asked to evaluate the Consortium both during the program and at the end of the program. The evaluations were anonymous in order to promote objective appraisals. The evaluation consisted of six points of concern--staff participation, consultants, organization, institute materials, the degree of success of the Consortium as perceived by each participant, and suggestions for future improvements.

The evaluations were favorable to the staff, to their methods of presentation, to their professional experiences, and to their guidance of discussions. The participants reported that the staff represented a wide range of educational endeavors which prepared each staff member to make a genuinely valuable and unique contribution to the Consortium.

The participants reported that each consultant had a singular contribution to make--each had a unique approach to his topic of discussion. According to their evaluations, the participants were most satisfied with each consultant's topic, range of experiences, and presentations.

Comments concerning the organization of the Consortium were consistently positive. The participants reported satisfaction with the periods of time devoted to staff presentations, to small group discussions, to consultant presentations, and to large group discussions. Comments were especially favorable toward opportunities for interpersonal relationships afforded by the small group organization.

Participants reported satisfaction with the scope of the materials used in the program. However, some negative comments concerning the "post facto" information contained in three of the pamphlets were noted.

Each participant reported that the Consortium had been successful in varying degrees. Many reported that the success had superceded all of their

expectations for attitudinal change in the limited amount of time. Below are excerpts from selected written evaluations of the participants regarding the success of the Consortium.

"The Consortium yielded a cooperation among people and an understanding of people as we have never had before."

"It was successful in that it permitted mind to meet mind; it dispelled previously held suspicions; and it provided the nucleus for the growth of true friendships between people of opposite races."

"The Consortium served to alleviate some of the fears, apprehensions, and frustrations experienced by teachers of cultures other than their own."

"It has 'aired' and, hopefully, dispelled some of the myths that different ethnic groups have harbored against one another."

"The consortium has presented a wider range of possible actions to take in providing quality education for all children."

"The consortium has helped solve some of the problems attendant to school desegregation because two groups have met, honestly discussed differences, discovered that we have common educational goals, and now have a firmer grasp on understanding of each other."

The suggestions for improvement offered in the evaluations generally concerned extending the period of time for consortium endeavors and extending similar activities into every school through in-service education. A true concern for involving all teachers, administrators, interested parents, and school board members in a similar experience seemed to permeate the reports.

(Part IV)

Evaluation of the Effectiveness of the Consortium in Leading to Attitude Change

In order to carry out an evaluation of the effectiveness of this Consortium in effecting attitude changes with the participants, two rating scale instruments were used. The first of these was the Descriptive Adjective Dichotomy List developed by Wayne M. Gilbert, an Associate Professor of Psychology on the Northeast Louisiana University faculty. This is a 128 item series of dichotomies which operationally defines 16 major interpersonal attributes. (See Appendix)

The second rating scale used was the Opinion Survey suggested by H.T. Garner, Dean of the School of Education at Northeast Louisiana University. This scale consists of 70 items having to do with various opinions toward certain characteristics of minority groups. (See Appendix)

The Consortium participants were met on the first day and last day of the three week Consortium. On the first day a Personal Data Sheet was completed, and each participant was assigned a code number at that time. Each person was then given two of the Descriptive Adjective Dichotomy Lists. One was to be prominently labeled Average White Teacher and the other Average Negro Teacher. The ratings were to be carried out on each of these groups. In addition, the Opinion Survey scale was completed at this time.

On the last day of the Consortium ratings were again carried out on the Average Negro Teacher, Average White Teacher, and Opinion Survey. This procedure was followed in both the Teacher and Administrator Consortiums.

Analyses within pre and post-tests were carried out on the Descriptive Adjective Rating Lists along the 5 major variables of Sex, Race, Degree Held, Marital Status, and Grade Level to show, at a more atomistic level the

differences due to each of these basic variables and how they changed as a function of the Consortium experience of the teacher participants.

Tables I and II report the t-test comparisons of the ratings of the 80 teachers on five basic variables within the pre and post-test ratings for the Average Negro Teacher (A.N.T.) and Average White Teacher (A.W.T.).

Table I deals with the ratings on the A.N.T.

Comparison #1: When the Sex variable is examined:

a. a significant difference between the sexes is indicated on the ratings of competitiveness of the A.N.T. following the Consortium which did not exist prior to it.

b. the significant difference in the ratings of males and females on the ratings of masochistic behaviors of the A.N.T. is lost as a result of the Consortium.

Comparison #2: When the Racial variable is examined:

a. there is a significant difference in the ratings of the A.N.T. by Negroes and Whites as to the degree of managerial, exploitive, and competitive behaviors. This difference which was present prior to the Consortium is also present following the Consortium.

b. the differences in the ratings related to self-effacing, docile, cooperative, hypernormal, responsible, and autocratic behaviors appear both prior to and following the Consortium.

c. we find, however, the ratings on the degree of aggressiveness, sadistic behaviors, dependent behavior and overconventionality that existed prior to the Consortium were no longer present following the Consortium.

TABLE 1

t-TEST COMPARISONS ON SELECTED VARIABLES WITHIN
PRE- & POST-TEST RATINGS ON THE AVERAGE NEGRO TEACHER AS RATED BY TEACHERS (N=80)

Interpersonal Variable	Comparisons					
	Sex		Race		Degree	
	Pre-test M vs. F	Post-test M vs. F.	Pre-test N vs. W	Post-test N vs. W	Pre-test B.A. vs. M.A.	Post-test B.A. vs. M.A.
1. Managerial	-0.496	-1.493	-6.557***	-3.264***	-4.679***	-3.524***
2. Exploitive	0.520	-1.105	-2.921**	-1.928*	-3.686***	-3.170**
3. Competitive	-0.923	-2.579**	-4.604***	-1.607**	-3.717***	0.001
4. Aggressive	0.363	0.026	-4.835***	-0.524	-2.822**	0.519
5. Sadistic	1.193	0.188	-2.966**	-0.655	-1.036	1.198
6. Rebellious	0.746	0.247	-0.786	0.660	-1.106	1.432
7. Distrustful	0.439	0.859	-0.582	0.855	-1.096	1.681*
8. Masochistic	2.122*	-0.225	-1.719	-1.299	-0.514	-1.306
9. Self-effacing	0.573	-0.980	-3.530***	-3.611***	-2.117*	-4.065***
10. Docile	-0.289	0.559	-3.947***	-2.502**	-3.176**	-2.370*
11. Dependent	1.202	0.492	-2.877**	-1.121	-2.603*	-0.182
12. Cooperative	1.162	1.020	-2.503*	-1.811*	-2.322*	-2.122*
13. Overconventional	-0.941	0.518	-3.518***	-0.785	-3.003**	-1.282*
14. Hypernormal	0.858	0.518	-3.096**	-2.449**	-1.438	-2.068*
15. Responsible	0.888	0.095	-3.888***	-2.245*	-2.567*	-2.034*
16. Autocratic	-0.303	-0.603	-3.514**	-2.571**	-2.373*	-1.859*

*=.05 **=.01 ***=.001

TABLE I (con't.)

Interpersonal Variable	Comparisons			
	Marital Status		Grade Level	
	Pre-test S vs. M	Post-test S vs. M	Pre-test E vs. S	Post-test E vs. S
1. Managerial	2.700**	1.703*	-1.472	-2.017*
2. Exploitive	2.118*	1.256	-1.687	-1.434
3. Competitive	-0.345	0.374	-2.554*	-0.924
4. Aggressive	1.004	0.122	-2.927**	-1.460
5. Sadistic	0.780	-1.849*	-3.315**	-1.603
6. Rebellious	-0.042	-4.459***	-0.950	0.871
7. Distrustful	-1.189	-3.243***	-1.166	1.003
8. Masochistic	-0.564	0.150	-0.409	-1.668*
9. Self-effacing	-1.279	0.836	-0.665	-2.355*
10. Docile	0.724	1.458	-1.586	-3.125**
11. Dependent	0.088	0.723	0.140	-3.030**
12. Cooperative	-0.434	0.133	-0.551	-1.692*
13. Overconventional	-0.027	0.335	-0.245	-0.879
14. Hypernormal	1.176	-0.011	0.029	-0.485
15. Responsible	0.458	0.497	-0.533	-2.646**
16. Autocratic	3.294**	1.187	-2.334*	-2.174*

*=.05 **=.01 ***=.001

Comparison #3: When comparisons are made between the Degrees Held:

a. there are significant differences between the ratings of the teachers holding the B.A. and the M.A. degrees on the ratings of the A.N.T. on the variables relating to the degree of managerial, exploitive, self-effacing, docile, cooperative, overconventional, responsible, and autocratic behaviors which did not appear to be altered by the Consortium experience.

b. the differences in the ratings related to competitive, aggressive, and dependent behaviors were no longer present following the Consortium.

c. two variables, distrustful and hypernormal behaviors, which were not significantly different prior to the Consortium, were significantly different following it.

Comparison #4: When the Marital Status variable is examined:

a. there is a significant difference on the degree of managerial behaviors attributed to the A.N.T. by single and married teachers. This outcome was the same following the Consortium.

b. ratings on the degree of exploitive and autocratic behaviors which were significantly different prior to the Consortium did not occur following the Consortium.

c. there were no differences in the degree of sadistic, rebellious, or distrustful behaviors between the ratings of single and married teachers prior to the Consortium, while there were significant differences on each of these three variables as a result of the Consortium.

Comparison #5: When the Grade Level Taught by the teachers is considered:

a. there are significant differences between elementary and secondary teacher ratings on the degree of autocratic behavior attributed to the A.N.T. both prior to and following the Consortium.

b. the significant differences between the groups on the ratings of competitive, aggressive, and sadistic behaviors prior to the Consortium were no longer present following the Consortium.

c. there were no significant differences in the ratings of these teachers on the degree of masochistic, self-effacing, docile, dependent, cooperative, and responsible behaviors prior to the Consortium, yet there were significant differences on each of these variables following the Consortium.

Table II deals with similar comparisons along these five basic variables on the ratings of the A.W.T.

Comparison #1: When the Sex variable is examined:

a. we find that the differences between male and female ratings on the A.W.T. on the variables of managerial, cooperative, overconventional, hypernormal, and autocratic behaviors, which existed prior to the Consortium continued to exist following the Consortium.

b. the differences on the degree of docility which existed prior to the Consortium were not present following the Consortium.

TABLE 11

t-TEST COMPARISONS ON SELECTED VARIABLES WITHIN
PRE- & POST-TEST RATINGS ON THE AVERAGE WHITE TEACHER AS RATED BY TEACHERS (N=80)

Interpersonal Variable	Comparisons					
	Sex		Race		Degree	
	Pre-test M vs. F	Post-test M vs. F	Pre-test N vs. W	Post-test N vs. W	Pre-test B.A. vs. M.A.	Post-test B.A. vs. M.A.
1. Managerial	1.978*	1.866*	-0.438	-0.151	-1.642	-0.957
2. Exploitive	1.716	2.416**	-2.597*	-0.593	-1.764	-1.196
3. Competitive	1.032	0.413	-4.461***	-2.461**	-1.788	-0.703
4. Aggressive	1.329	-0.416	-4.087***	-0.770	-2.662**	0.365
5. Sadistic	-0.347	0.857	-2.502*	-1.360	0.065	0.358
6. Rebellious	-1.293	0.142	-4.514***	-0.933	-2.675**	1.581
7. Distrustful	0.577	-0.378	-1.997*	-0.320	-1.386	1.668**
8. Masochistic	0.662	-0.501	-0.597	-1.201	-0.622	-0.481
9. Self-effacing	1.290	2.562**	0.683	1.181	0.682	-0.452
10. Docile	3.056**	1.428	0.835	0.594	1.645	-0.712
11. Dependent	1.657	2.157*	2.150*	1.719*	1.630	0.561
12. Cooperative	2.684**	2.213*	3.739***	2.164*	2.119*	-0.443
13. Overconventional	2.172*	1.959*	5.257***	2.917**	3.134**	0.158
14. Hypernormal	2.260*	1.675*	3.666***	1.386	2.421*	0.304
15. Responsible	1.303	1.963*	2.358*	-0.067	1.755	-0.406
16. Autocratic	3.194**	1.720*	1.042	0.726	-0.453	-0.293

*=.05 **=.01 ***=.001

TABLE II (con't.)

Interpersonal Variable	Comparisons			
	Marital Status		Grade Level	
	Pre-test S vs. M	Post-test S vs. M	Pre-test E vs. S	Post-test E vs. S
1. Managerial	-1.198	0.311	-0.133	-0.301
2. Exploitive	-1.177	0.836	-0.344	-0.301
3. Competitive	-2.039*	0.353	-1.020	-0.936
4. Aggressive	-2.510*	0.500	-0.948	-0.668
5. Sadistic	-1.903	-1.974*	-0.358	-1.507
6. Rebellious	-2.235*	-1.130	0.348	-0.381
7. Distrustful	-2.061*	-0.572	0.361	-1.487
8. Masochistic	0.903	2.528**	-3.887***	-2.764**
9. Self-effacing	2.313*	0.764	-4.167***	-2.168**
10. Docile	2.311*	-0.617	-1.518	-1.359
11. Dependent	1.811	1.698*	-0.559	-0.093
12. Cooperative	2.072*	1.165	-2.045*	0.125
13. Overconventional	1.895	0.500	-0.200	-0.268
14. Hypernormal	2.499*	0.953	-2.091*	-1.223
15. Responsible	2.514*	-0.189	-0.875	-0.087
16. Autocratic	2.287*	-1.536	0.400	-0.553

*=.05 **=.01 ***=.001

c. there were no differences prior to the Consortium on the variables exploitive, self-effacing, dependent, and responsible behaviors, but there were significant differences on each of these behaviors following the Consortium.

Comparison #2: When the Racial variable is examined:

a. there are significant differences between the Negro and White ratings of the A.W.T. on the degree of competitive, dependent, cooperative, and overconventional behaviors both prior to and following the Consortium.

b. the differences which existed on the variables of exploitive, aggressive, sadistic, rebellious, distrustful, hypernormal, and responsible behaviors prior to the Consortium did not exist following the Consortium.

Comparison #3: When the variable of the Level of Degree Held by the teachers doing the ratings was considered:

a. there were significant differences between those teachers holding a B.A. and a M.A. degree in their ratings of aggressive, rebellious, cooperative, overconventional, and hypernormal behaviors of the A.W.T. prior to the Consortium that failed to appear following the Consortium.

b. the comparison indicates that there was no significant difference on the ratings of distrustful behavior prior to the Consortium, but there was following the Consortium experiences.

Comparison #4: When the variable of Marital Status was examined:

a. there was a significant difference between single and married teachers on their ratings of competitive,

aggressive, rebellious, distrustful, self-effacing, docile, cooperative, hypernormal, responsible, and autocratic behaviors prior to the Consortium, none of which were significantly different following the Consortium.

b. on the ratings of sadistic, masochistic, and dependent behaviors of the A.W.T., there were no significant differences prior to the Consortium, but the differences were significant following the Consortium.

Comparison #5: When the variable of the Grade Level Taught was considered:

a. there was a significant difference between the elementary and secondary school teachers in their ratings of the A.W.T. on the variables of masochistic and self-effacing behaviors which were present both prior to the Consortium and following the Consortium.

b. it was found that the variables pertaining to cooperative, and hypernormal behaviors were significantly different prior to the Consortium, but these differences failed to appear following the Consortium.

Eleven basic test comparisons were made on the ratings on the Descriptive Adjective Dichotomy Lists between the A.N.T. and A.W.T. as rated by both teachers and administrators. The pre-post Consortium comparisons for each of these groups were:

1. All the participants
2. Males only
3. Females only
4. Negroes only
5. Whites only
6. Bachelor's degree only
7. Master's degree or beyond only
8. Single participants only

9. Married participants only
10. Elementary level only
11. Secondary level only

Similar comparisons were carried out on the Opinion Survey.

Tables III and IV report the pre versus post Consortium comparisons on the 11 variables selected for analysis. A negative t value indicates that the ratings were less extreme following the Consortium experience than they were prior to these experiences. This suggests a "softening" or "leveling" effect on the more extreme attitudes held prior to the Consortium. For example, note Comparison #4 (Negro only) of Table IV (A.W.T.). Here it is evident that the Consortium experiences significantly altered the views held by the Negro raters that the A.W.T. is exploitive, competitive, aggressive, sadistic, and rebellious. Ratings by this group following the Consortium on the A.W.T. indicate that they came to perceive them as behaving less these ways than they had rated them prior to their interaction with white teachers during the Consortium.

A positive t value in these tables indicates that the ratings were even more extreme following the Consortium experiences than they were at the outset. This suggests a "sharpening" effect of earlier held attitudes as a result of the interaction with those participating in the Consortium. One should not, however, consider the latter set of ratings as necessarily a confirmation of a pre-held prejudice. For example, note comparison #5 (Whites only) in Table III (A.N.T.). When the White teachers had rated the A.N.T. at the outset, they had rated them as being less competitive, aggressive, overconventional, and responsible than they found Negroes to actually be during their Consortium experiences. This is reflected by a significant increase in the amount of each of these interpersonal attributes in their post-Consortium ratings.

PRE VS. POST CONSORTIUM t-TEST COMPARISONS ON THE AVERAGE NEGRO TEACHER AS RATED BY TEACHERS (N=80)

Interpersonal Variable	Comparisons					
	All Teachers	Male Teachers	Female Teachers	Negro Teachers	White Teachers	Teachers with B.A. Degree
1. Managerial	1.265	1.457	0.896	-1.076	2.611**	0.453
2. Exploitive	0.928	1.328	0.430	-0.010	1.202	0.424
3. Competitive	0.547	1.030	0.162	-1.053	2.312*	-0.748
4. Aggressive	-0.979	-0.290	-0.933	-2.373*	1.770*	-1.940*
5. Sadistic	-0.920	0.157	-1.072	-1.669*	0.797	-1.436
6. Rebellious	-1.207	-0.345	-1.162	-1.489	-0.122	-1.822*
7. Distrustful	-2.019*	-0.859	-1.825*	-1.973*	-0.721	-2.518**
8. Masochistic	-0.975	0.811	-1.523	-1.090	-0.284	-0.700
9. Self-effacing	-1.064	0.352	-1.349	-1.309	-0.295	-0.725
10. Docile	-1.754*	-1.269	-1.339	-2.485*	-0.071	-2.042*
11. Dependent	-2.539**	-0.721	-2.434**	-2.976**	-0.539	-2.962**
12. Cooperative	0.818	0.526	0.663	0.110	1.093	0.444
13. Overconventional	0.748	-0.318	1.143	-0.557	1.879*	0.131
14. Hypernormal	0.684	0.463	0.530	0.113	0.926	0.680
15. Responsible	0.387	0.793	0.103	-0.970	1.707*	-0.134
16. Autocratic	1.474	0.926	1.200	0.726	1.390	1.030

*=.05 **=.01 ***=.001

TABLE III (con't.)

Interpersonal Variable	Comparisons				
	Teachers with M.A. Degree	Single Teachers	Married Teachers	Elementary Teachers	Secondary Teachers
1. Managerial	1.449	1.163	0.804	1.048	0.733
2. Exploitive	0.915	0.950	0.557	0.520	0.889
3. Competitive	2.152	-0.090	0.722	-0.266	1.633
4. Aggressive	1.540	0.019	-1.156	-1.344	0.236
5. Sadistic	0.749	0.708	-1.557	-1.447	0.575
6. Rebellious	0.648	1.466	-2.248*	-1.644*	0.225
7. Distrustful	0.405	-0.201	-2.213*	-2.247*	-0.040
8. Masochistic	-0.773	-0.884	-0.671	-0.391	-1.248
9. Self-effacing	-1.271	-1.472	-0.439	-0.424	-1.316
10. Docile	-0.078	-1.014	-1.447	-1.122	-1.746*
11. Dependent	-0.002	-1.189	-2.217*	-0.974	-3.384***
12. Cooperative	0.889	0.029	0.897	0.947	0.036
13. Overconventional	1.391	0.140	0.762	0.780	0.136
14. Hypernormal	0.063	0.859	0.312	0.727	0.126
15. Responsible	0.977	0.268	0.305	0.814	-0.503
16. Autocratic	1.135	1.394	1.048	1.142	1.003

*=.05 **=.01 ***=.001

TABLE IV

PRE VS. POST CONSORTIUM t-TEST COMPARISONS ON THE AVERAGE WHITE TEACHER AS RATED BY TEACHERS (N=80)

Interpersonal Variable	Comparisons					
	All Teachers	Male Teachers	Female Teachers	Negro Teachers	White Teachers	Teachers with B.A. Degree
1. Managerial	-0.168	-0.017	-0.191	-0.211	0.056	-0.342
2. Exploitive	-1.597	-0.987	-1.273	-1.913*	-0.110	-1.504
3. Competitive	-2.204*	-0.569	-2.178*	-2.617**	-0.523	-2.201*
4. Aggressive	-2.506**	-0.302	-2.549**	-3.096**	-0.171	-3.024**
5. Sadistic	-1.516	-1.375	-1.034	-1.657*	-0.373	-1.311
6. Rebellious	-1.694*	-1.425	-1.158	-3.121**	0.925	-2.689**
7. Distrustful	-0.368	0.403	-0.577	-1.281	0.764	-1.111
8. Masochistic	-0.110	0.666	-0.350	0.133	-0.403	-0.268
9. Self-effacing	0.285	-0.175	0.417	0.242	0.143	0.396
10. Docile	-0.932	0.602	-1.231	-0.447	-1.219	-0.089
11. Dependent	-0.952	-0.479	-0.786	-0.352	-1.455	-0.419
12. Cooperative	0.032	0.506	-0.125	0.835	-1.476	0.792
13. Overconventional	1.889*	1.021	1.671*	2.717**	-0.193	2.503**
14. Hypernormal	0.561	0.742	0.293	1.551	-1.504	1.152
15. Responsible	0.959	0.099	1.132	1.559	-0.897	1.358
16. Autocratic	0.690	1.385	0.007	0.780	0.066	0.593

*=.05 **=.01 ***=.001

TABLE IV (con't.)

Interpersonal Variable	Comparisons				
	Teachers with M.A. Degree	Single Teachers	Married Teachers	Elementary Teachers	Secondary Teachers
1. Managerial	0.347	-0.956	0.215	-0.064	-0.240
2. Exploitive	-0.669	-1.486	-0.963	-1.260	-0.980
3. Competitive	-0.567	-1.892*	-1.435	-1.978*	-1.054
4. Aggressive	0.358	-2.549**	-1.532	-2.258*	-1.181
5. Sadistic	-0.759	-0.695	-1.393	-0.805	-1.669*
6. Rebellious	1.364	-1.375	-1.198	-1.105	-1.302
7. Distrustful	1.324	-1.021	0.093	0.406	-1.288
8. Masochistic	0.306	-0.506	0.205	-0.817	1.258
9. Self-effacing	-0.169	0.931	-0.245	-1.130	1.919*
10. Docile	-1.839*	0.969	-1.638	-0.893	-0.366
11. Dependent	-1.631	-0.185	-0.989	-0.950	-0.265
12. Cooperative	-2.027*	0.532	-0.313	-0.978	1.133
13. Overconventional	-1.120	1.616	1.281	1.602	1.004
14. Hypernormal	-1.770*	1.008	-0.020	-0.114	0.950
15. Responsible	-1.180	1.555	0.207	0.485	0.939
16. Autocratic	0.348	1.585	-0.362	0.789	0.088

*=.05 **=.01 ***-.001

The following is a verbal explanation of the findings reported in Tables III and IV.

Comparison #1: When the ratings of every teacher were considered:

a. the A.N.T. was seen as <u>less</u> distrustful, docile, and dependent following the Consortium than before the Consortium.

b. the A.W.T. was seen as being <u>less</u> competitive, aggressive, and rebellious following the Consortium than before the Consortium. In addition, the A.W.T. was seen as <u>more</u> overconventional following the Consortium experience than prior to it.

Comparison #2: When the ratings of males alone without regard to the racial make up of the sample were analyzed, there was no significant change on any of the 16 interpersonal variables for either the A.N.T. or A.W.T.

Comparison #3: When the ratings of females alone, without regard to the racial make up of the sample, were analyzed:

a. the A.N.T. was seen as <u>less</u> distrustful and dependent following the Consortium than before it.

b. the A.W.T. was seen as <u>less</u> competitive and aggressive following the Consortium than before. But the A.W.T. was also seen as <u>more</u> overconventional by females after the Consortium than before it.

Comparison #4: When the ratings by Negroes alone were analyzed:

a. the A.N.T. was rated as being significantly <u>less</u> aggressive, sadistic, distrustful, docile, and dependent than before the Consortium.

b. the A.W.T. was rated as being significantly less exploitive, competitive, aggressive, sadistic, and rebellious following the Consortium. In addition, the A.W.T. was rated as being more overconventional than had been rated at the outset of the program.

Comparison #5: When only the ratings of White teachers were analyzed:

a. the A.N.T. was rated as being significantly more competitive and aggressive than before the Consortium. However, the A.N.T. was also rated as being more overconventional and responsible than they were rated at the outset.

b. None of the A.W.T. ratings differend significantly from the way they were rated prior to the Consortium experience.

Comparison #6: When the ratings of teachers having only the B.A. degree were analyzed:

a. the A.N.T. was rated as significantly less aggressive, rebellious, and distrustful than before the Consortium However, the A.N.T. was also rated as being less docile and dependent than before the Consortium experience.

b. the A.W.T. was perceived as being less competitive, aggressive, and rebellious following the Consortium than prior to it. But the ratings indicated a significant change in the direction of being more overconventional.

Comparison #7: When only the teachers having an education beyond the Master's degree level were considered:

a. there was no significant change on any of the variables when rating the A.N.T.

b. the A.W.T., however, was rated as being significantly less docile, cooperative, and hypernormal than had been held before the Consortium.

Comparison #8: When only those teachers who were unmarried at the time of this Consortium were analyzed:

a. there were no significant changes in the ratings on any of the variables when the A.N.T. was being rated.

b. the A.W.T., however, was rated as being significantly less competitive and aggressive than prior to the Consortium.

Comparison #9: When only those teachers who were married at the time of the Consortium were analyzed:

a. the A.N.T. was rated as being less rebellious, distrustful, and dependent than before the Consortium.

b. there were no significant changes in the way the A.W.T. was rated as a result of the Consortium experience.

Comparison #10: When only Elementary Teacher ratings were compared:

a. the A.N.T. was rated as being significantly less rebellious and distrustful following the Consortium.

b. the A.W.T. was rated as being less competitive and aggressive than before the Consortium.

Comparison #11: When the ratings of Secondary Teachers alone were considered:

a. the A.N.T. was rated as less docile and dependent than pre-Consortium ratings.

b. the A.W.T. was rated as being less sadistic and more self-effacing following the Consortium.

Tables V and VI are comprised of pre-post-comparisons on the A.N.T. and A.W.T. as rated by administrators. As will be noted from Table V there were

PRE VS. POST CONSORTIUM t-TEST COMPARISONS ON THE AVERAGE NEGRO TEACHER AS RATED BY ADMINISTRATORS (N=40)

Interpersonal Variable	Comparisons					
	All Administrators	Male Administrators	Female Administrators	Negro Administrators	White Administrators	Administrators with B.A. Degree
1. Managerial	1.238	0.865	1.314	1.951*	0.885	1.709
2. Exploitive	-0.106	-0.568	1.184	0.582	-0.260	-0.220
3. Competitive	0.224	-0.237	2.051*	0.134	0.335	-0.142
4. Aggressive	-0.174	-0.460	0.801	0.228	-0.150	-0.000
5. Sadistic	-0.931	-0.835	-0.497	-2.813**	0.221	-0.303
6. Rebellious	0.841	0.250	1.615	0.724	0.535	-0.835
7. Distrustful	0.655	0.418	0.661	0.389	0.429	-0.625
8. Masochistic	-0.265	-0.328	0.068	0.882	-0.688	-0.492
9. Self-effacing	-0.375	-0.741	0.607	0.925	-1.162	0.821
10. Docile	-0.338	-0.040	-2.075*	0.326	-0.549	-0.083
11. Dependent	-0.316	-0.662	0.496	1.497	-1.643	0.339
12. Cooperative	-0.739	-0.505	-1.265	-0.138	-0.710	0.346
13. Overconventional	-1.401	-1.447	0.044	-1.199	-0.848	0.441
14. Hypernormal	-0.417	-0.565	1.062	0.365	-0.632	0.492
15. Responsible	-0.062	-0.022	-0.090	0.727	-0.445	1.280
16. Autocratic	-0.181	-0.148	-0.112	0.942	-0.580	0.294

*=.05 **=.01 ***=.001

TABLE V (con't.)

Interpersonal Variable	Comparisons				
	Administrators with M.A. Degree	Single Administrators	Married Administrators	Elementary Administrators	Secondary Administrators
1. Managerial	1.187	0.314	1.174	1.350	0.503
2. Exploitive	0.066	0.542	-0.344	1.181	-1.033
3. Competitive	0.273	1.069	0.025	1.000	-0.412
4. Aggressive	-0.267	0.196	-0.186	0.921	-0.659
5. Sadistic	-0.774	-0.539	-0.814	0.288	-1.436
6. Rebellious	1.052	0.757	0.662	1.458	0.165
7. Distrustful	0.668	0.424	0.573	0.663	0.235
8. Masochistic	-0.045	0.530	-0.312	-0.477	0.221
9. Self-effacing	-0.375	0.821	-0.450	-1.630	0.427
10. Docile	-0.180	-4.595**	-0.071	-0.862	0.059
11. Dependent	-0.326	-0.682	-0.144	-1.513	0.606
12. Cooperative	-0.919	-0.652	-0.604	-1.410	-0.302
13. Overconventional	-1.705*	-0.128	-1.413	-1.178	-1.097
14. Hypernormal	-0.393	0.554	-0.496	-0.686	-0.131
15. Responsible	-0.410	-0.392	-0.001	-0.747	0.141
16. Autocratic	-0.288	-0.240	-0.130	0.038	-0.371

*=.05 **=.01 ***=.001

TABLE VI

PRE VS. POST CONSORTIUM t-TEST COMPARISONS ON THE AVERAGE WHITE TEACHER AS RATED BY ADMINISTRATORS (N=40)

Interpersonal Variable	Comparisons					
	All Administrators	Male Administrators	Female Administrators	Negro Administrators	White Administrators	Administrators with B.A. Degree
1. Managerial	-1.180	-1.386	0.352	0.175	-1.696*	0.392
2. Exploitive	-1.055	-1.310	0.726	-0.401	-0.986	-0.773
3. Competitive	-0.952	-0.797	-0.604	-0.577	-0.642	-3.181*
4. Aggressive	-1.649	-1.386	-1.297	-1.950*	-0.789	-1.447
5. Sadistic	-0.256	-0.112	-0.593	-0.334	0.015	0.345
6. Rebellious	-0.321	-0.264	-0.410	-0.679	0.241	-0.085
7. Distrustful	0.112	-0.006	0.299	-0.159	0.324	0.333
8. Masochistic	-0.880	-1.191	0.935	-0.869	-0.440	-0.519
9. Self-effacing	-0.909	-1.197	1.077	1.353	-2.690**	-0.852
10. Docile	0.610	0.635	-0.328	0.963	-0.184	0.858
11. Dependent	-1.061	-1.401	1.467	0.234	-1.875*	-0.824
12. Cooperative	-1.550	-1.859	0.728	-0.159	-1.808*	0.348
13. Overconventional	-1.452	-1.343	-0.539	-1.531	-1.211	0.270
14. Hypernormal	-0.779	-0.804	0.103	-0.198	-0.964	-0.162
15. Responsible	-0.383	-0.158	-0.411	-0.036	-0.506	0.539
16. Autocratic	-0.210	-0.118	-0.459	0.496	-0.784	-0.282

*=.05 **=.01 ***=.001

TABLE VI (con't.)

Interpersonal Variable	Comparisons				
	Administrators with M.A. Degree	Single Administrators	Married Administrators	Elementary Administrators	Secondary Administrators
1. Managerial	-1.128	-0.368	-1.143	-1.118	-0.595
2. Exploitive	-0.623	0.485	-1.239	-1.413	-0.216
3. Competitive	-0.517	0.150	-0.980	-0.894	-0.385
4. Aggressive	-1.275	-0.956	-1.523	-1.180	-1.041
5. Sadistic	-0.232	0.000	-0.249	0.177	-0.471
6. Rebellious	-0.209	1.068	-0.425	0.103	-0.840
7. Distrustful	0.147	0.686	0.019	0.146	-0.445
8. Masochistic	-0.837	2.353*	-1.188	-0.278	-1.004
9. Self-effacing	-0.815	-0.353	-0.865	-1.940*	0.480
10. Docile	0.207	-1.889	0.730	-0.382	1.185
11. Dependent	-0.911	0.989	-1.244	-1.634	-0.021
12. Cooperative	-1.749*	0.388	-1.775*	-1.867*	-0.738
13. Overconventional	-1.774*	-1.025	-1.335	-1.799*	-0.873
14. Hypernormal	-0.768	-0.718	-0.701	-0.536	-0.672
15. Responsible	-0.574	0.812	-0.565	-0.372	-0.582
16. Autocratic	-0.027	-2.405*	0.000	-1.250	0.408

*=.05 **=.01 ***=.001

few attitudes held by the administrators about the A.N.T. that were changed significantly as a result of their Consortium experiences regardless of the criterion used for the comparisons. Those few changes which did occur might have occurred by chance, so no reliable statements can be made about them.

A somewhat similar outcome is reflected in the data of Table VI in which pre-post comparisons are noted on the A.W.T. as rated by administrators. The most significant overall finding was that White administrators showed significantly more attitude change concerning the A.W.T. than did the Negro administrators on either the A.W.T. or A.N.T.

This difference in attitude change between teachers and administrators as a result of the Consortium was also evident on the Opinion Survey outcomes shown in Tables VII and VIII. Table VII shows pre-post comparison of each of the 70 items as rated by teachers. It is evident that the Consortium resulted in a great deal of attitude change on the part of the teachers on many of these items. The outstanding difference in these comparisons was in the sex comparison of the teacher ratings. Females seem to have changed their ratings following the Consortium much more than did the male teachers.

TABLE VII

PRE VS. POST CONSORTIUM *t*-TEST COMPARISONS ON THE ITEMS ON THE OPINION SURVEY AS RATED BY TEACHERS (N=80)

All Teachers			Male Teachers			Female Teachers			Negro Teachers		
Number of Variable			Number of Variable			Number of Variable			Number of Variable		
1	*	36	1		36	1	***	36	1	*	36
2	*	37 *	2		37	2	*	37 *	2	*	37
3	*	38	3		38	3	***	38	3	**	38
4	*	39 *	4		39	4	*	39 **	4	*	39
5	*	40 *	5		40	5	***	40 *	5	*	40
6		41	6		41	6		41	6		41
7	*	42 *	7		42	7	**	42 ***	7		42 ***
8		43	8		43	8		43	8		43
9	*	44	9	*	44	9	***	44	9	***	44
10		45	10		45	10		45 *	10		45
11		46	11		46	11		46	11		46
12		47	12		47	12	**	47	12		47
13		48 *	13		48 **	13		48	13		48 *
14	*	49	14		49	14	*	49	14		49
15		50	15		50	15		50	15		50 *
16	*	51 *	16		51	16	*	51 ***	16		51 *
17	*	52	17		52 *	17	**	52	17	*	52
18	*	53 *	18		53	18	**	53 **	18		53
19		54 *	19		54	19		54 **	19		54
20		55 *	20		55	20	*	55 *	20		55
21	*	56 *	21		56	21	*	56 ***	21		56 *
22	*	57	22		57	22	**	57	22		57
23		58 *	23		58	23		58 ***	23		58
24		59 *	24		59 *	24		59 *	24		59
25	*	60 *	25		60	25	***	60 ***	25	**	60 **
26	*	61 *	26		61	26	**	61 **	26		61
27		62	27		62	27		62	27		62
28	*	63 *	28		63	28	*	63 **	28		63
29		64 *	29		64	29		64 *	29		64
30		65	30		65	30		65	30		65
31	*	66 *	31		66	31	*	66 *	31		66 *
32		67 *	32		67	32		67 ***	32		67
33		68 *	33		68	33		68 **	33		68
34	*	69	34		69	34	*	69	34	*	69
35		70	35		70	35		70	35		70

*=.05
**=.01
***=.001

TABLE VII (con't.)

White Teachers			Teachers with B.A. Degree			Teachers with M.A. Degree			Single Teachers		
Number of Variable			Number of Variable			Number of Variable			Number of Variable		
1	***	36	1	**	36	1	**	36	1		36
2	*	37 *	2	*	37	2		37	2		37 **
3	***	38	3	***	38	3	***	38	3		38
4		39 **	4	*	39 *	4		39 *	4		39
5	**	40	5	**	40	5		40	5		40
6		41	6		41	6		41	6		41
7	**	42 **	7	**	42 ***	7		42 *	7		42 *
8		43	8		43	8		43	8		43
9	***	44	9	***	44	9	*	44	9		44
10		45	10		45	10		45	10		45
11	**	46	11		46	11		46	11		46
12		47	12		47	12		47	12		47
13	**	48	13		48 *	13		48	13		48
14	*	49	14	*	49	14		49	14		49
15		50	15		50	15		50	15		50
16	**	51 ***	16	*	51 **	16		51 *	16		51 ***
17		52	17	**	52	17		52	17		52
18	**	53 **	18		53 **	18	**	53	18		53
19	*	54 **	19		54 *	19	*	54	19		54
20	**	55 *	20		55	20	*	55 *	20		55
21	**	56 **	21		56 **	21		56	21		56 *
22	**	57 *	22		57	22		57	22		57
23		58 ***	23		58 **	23		58	23		58 *
24		59 *	24		59 *	24		59 *	24		59
25	*	60 ***	25	**	60 ***	25		60 *	25		60
26	**	61 **	26	*	61	26	*	61 **	26		61
27		62	27		62	27		62 *	27		62
28		63 **	28		63 **	28	*	63	28		63
29		64	29		64	29		64	29		64
30		65	30		65	30		65	30		65
31		66	31		66	31	*	66	31		66
32		67 ***	32		67 ***	32		67 **	32		67
33		68 **	33		68 *	33		68 *	33		68
34		69	34	*	69	34		69	34		69
35		70	35		70	35		70	35	*	70

*=.05
**=.01
***=.001

TABLE VII (con't.)

Number of Variable	Married Teachers	Elementary Teachers	Secondary Teachers
1	***	**	*
2	**	**	
3	***	**	**
4	***		
5	***	*	*
6			
7	***	*	
8			
9	***	***	
10			
11			
12			
13			
14	**	*	
15			
16	**		**
17	**	**	
18	*	*	
19			*
20		*	
21		*	**
22	*		*
23		**	*
24			**
25	***	**	*
26	**	*	
27	*		
28			*
29			
30			
31	*	*	
32			*
33			*
34	*		
35			
36		**	*
37		**	
38		**	
39	***	*	
40	*	*	
41			
42	***	***	*
43	*	*	
44			
45	*	*	
46			*
47			
48	*	*	
49			
50			
51	*	**	**
52			
53	**	**	
54	**		*
55	*	*	
56	***	*	**
57			
58	**	**	*
59	*		**
60	***	***	**
61	**		*
62		*	
63	**	**	
64	*		
65			
66	**		
67	***	**	*
68	**		*
69			
70			

*=.05
**=.01
***=.001

TABLE VIII

PRE VS. POST CONSORTIUM t-TEST COMPARISONS ON THE ITEMS ON THE OPINION SURVEY AS RATED BY ADMINISTRATORS (N=40)

All Administrators			Male Administrators			Female Administrators			Negro Administrators		
Number of Variable			Number of Variable			Number of Variable			Number of Variable		
1		36	1		36	1		36	1		36
2	*	37	2	*	37	2		37	2	*	37
3	**	38	3	**	38	3		38	3		38
4	*	39	4		39	4		39	4		39
5		40	5		40	5		40	5		40
6		41	6		41	6		41	6		41
7		42	7		42	7		42	7		42
8		43	8		43	8		43	8		43
9		44	9		44	9	*	44	9	*	44
10		45	10		45	10		45	10		45
11		46	11		46	11		46	11		46
12		47	12		47	12	*	47	12		47
13		48	13		48	13		48	13		48
14		49	14		49	14		49	14		49
15		50	15		50	15		50	15		50
16		51	16		51	16		51	16		51
17		52	17		52	17		52	17		52
18		53	18		53	18	*	53	18		53
19		54	19		54	19		54	19		54
20		55	20		55	20		55	20		55
21		56	21		56	21		56	21		56
22		57	22		57	22		57	22		57
23		58	23		58	23		58	23		58
24		59	24		59	24		59	24		59
25	*	60	25		60	25		60	25		60
26		61	26		61	26		61	26	*	61
27		62	27		62	27		62	27		62
28		63	28		63	28		63	28		63
29		64	29		64	29	*	64	29		64
30		65	30		65	30		65	30		65
31		66	31		66	31		66	31		66
32		67	32		67	32		67	32	*	67
33		68	33		68	33		68	33		68
34		69	34		69	34		69	34		69
35		70	35		70	35		70	35		70

*=.05
**=.01
***=.001

TABLE VIII (con't.)

White Administrators			Administrators with B.A. Degree			Administrators with M.A. Degree			Single Administrators		
Number of Variable			Number of Variable			Number of Variable			Number of Variable		
1	*	36	1		36	1		36	1		36
2		37	2		37	2	*	37	2		37
3	***	38 **	3		38	3	**	38	3		38
4	*	39	4		39	4		39	4		39
5		40	5		40	5		40	5		40
6		41	6		41	6		41	6		41
7		42	7		42	7		42	7		42
8		43	8		43	8		43	8		43
9		44	9		44	9		44	9		44
10		45	10		45	10		45	10		45
11		46	11		46	11		46	11		46
12		47 *	12		47	12		47	12		47
13		48	13		48	13		48	13		48
14		49	14		49	14		49	14		49
15		50	15		50	15		50	15		50
16		51	16		51	16		51	16		51
17		52	17		52	17		52	17		52
18		53	18		53	18		53	18		53
19		54	19		54	19		54	19		54
20	*	55	20		55	20		55	20		55
21		56	21		56	21		56	21		56
22		57	22		57	22		57	22		57
23		58	23		58	23		58	23		58
24		59	24		59	24		59	24		59
25	*	60	25		60	25		60	25		60
26		61	26		61	26		61	26		61
27		62	27		62	27		62	27		62
28		63	28		63	28		63	28		63
29		64	29		64	29		64	29		64
30		65	30		65	30		65	30		65
31		66	31		66	31		66	31		66
32		67	32		67	32		67	32		67
33		68	33		68	33		68	33		68 *
34		69	34		69	34		69	34		69
35		70	35		70	35		70	35		70

*=.05
**=.01
***=.001

TABLE VIII (con't.)

Married Administrators				Elementary Administrators				Secondary Administrators			
Number of Variable				Number of Variable				Number of Variable			
1		36		1		36		1		36	
2	**	37		2	*	37		2		37	
3	**	38		3	**	38		3		38	
4	*	39		4		39		4		39	
5		40		5		40		5		40	
6		41		6		41		6		41	
7		42		7		42		7		42	
8		43		8		43		8		43	*
9		44		9		44		9		44	
10		45		10		45		10		45	
11		46		11		46		11		46	
12		47		12		47		12		47	
13		48		13		48		13		48	
14		49		14		49		14		49	
15		50		15		50		15		50	
16		51		16		51		16		51	
17		52		17		52		17		52	
18		53		18		53		18		53	
19		54		19		54		19		54	
20		55		20		55		20		55	
21		56		21		56		21		56	
22		57		22		57		22		57	
23		58		23		58		23		58	
24		59		24		59		24		59	
25		60		25		60		25		60	
26		61		26		61		26		61	
27		62		27		62		27		62	
28		63		28		63		28		63	
29		64		29		64		29		64	
30		65		30		65		30		65	
31		66		31		66		31		66	
32		67		32		67		32	*	67	
33		68		33		68		33		68	
34		69		34		69		34		69	
35		70		35		70		35		70	

Recommendations:

1. Because this institute demonstrated that short-term programs can be effective in softening attitudes, other such projects should be given favorable consideration.
2. Since there was less attitude change on the part of administrators, institute strategies that may be more meaningful to them should be developed.
3. Since female teachers seemed to have had more attitude change as a result of the Consortium than did the male teachers it is suggestive that a different approach may be necessary to be more meaningful to the male teachers.
4. It is apparent that this Consortium has been more effective in changing attitudes concerning Negro teachers than white teachers. This finding suggests that emphasis should be placed on experiences offered to Negro teachers that would lead to a greater change in attitude than has occurred during the institute.

APPENDIX

Rating Scales Used in this Investigation	Page
Descriptive Adjective Dichotomy List.	49-52
Opinion Survey.	53-58

Descriptive Adjective Dichotomy List

Interpersonal Variable Defined			
Managerial	1. Able to give orders	1 2 3 4 5 6 7	Unable to give orders
	2. Forceful	1 2 3 4 5 6 7	Soliciting and feeble
	3. Good leader	1 2 3 4 5 6 7	Poor leader
	4. Likes responsibility	1 2 3 4 5 6 7	Dislikes responsibility
	5. Bossy	1 2 3 4 5 6 7	Meek
	6. Dominating	1 2 3 4 5 6 7	Passive and submissive
	7. Manages others	1 2 3 4 5 6 7	Subordinate to others
	8. Dictatorial	1 2 3 4 5 6 7	Spineless and restrained
Exploitive	9. Self-respecting	1 2 3 4 5 6 7	Self-disparaging
	10. Independent	1 2 3 4 5 6 7	Dependent
	11. Self-confident	1 2 3 4 5 6 7	Self-doubting
	12. Self-reliant and assertive	1 2 3 4 5 6 7	Retiring and shy
	13. Boastful	1 2 3 4 5 6 7	Self-minimizing
	14. Proud and self-satisfied	1 2 3 4 5 6 7	Ashamed, humble and discontent
	15. Somewhat snobbish	1 2 3 4 5 6 7	Familiar and "chummy"
	16. Egotistical and conceited	1 2 3 4 5 6 7	Modest and humble
Competitive	17. Able to take care of self	1 2 3 4 5 6 7	Unable to take care of self
	18. Indifferent to others	1 2 3 4 5 6 7	Friendly with others'
	19. Businesslike	1 2 3 4 5 6 7	Not businesslike
	20. Likes to compete with others	1 2 3 4 5 6 7	Dislikes to compete with others
	21. Thinks only of himself	1 2 3 4 5 6 7	Thinks only of others
	22. Shrewd and calculating	1 2 3 4 5 6 7	Simple and wreckless
	23. Selfish	1 2 3 4 5 6 7	Generous
	24. Cold and unfeeling	1 2 3 4 5 6 7	Warm and sincere
Aggressive	25. Strict	1 2 3 4 5 6 7	Flexible
	26. Firm	1 2 3 4 5 6 7	Indecisive
	27. Hardboiled	1 2 3 4 5 6 7	Good-tempered
	28. Stern	1 2 3 4 5 6 7	Lenient
	29. Impatient with others' mistakes	1 2 3 4 5 6 7	Patient with others' mistakes
	30. Self-seeking	1 2 3 4 5 6 7	Self-forgetfulness
	31. Sarcastic	1 2 3 4 5 6 7	Diplomatic and pleasant
	32. Cruel and unkind	1 2 3 4 5 6 7	Sympathetic and kind

Interpersonal Variable Defined				
Sadistic	33.	Frank and honest	1 2 3 4 5 6 7	Secretive and deceitful
	34.	Critical of others	1 2 3 4 5 6 7	Accepting of others
	35.	Irritable	1 2 3 4 5 6 7	Easy-going
	36.	Straight-forward and direct	1 2 3 4 5 6 7	Devious and indirect
	37.	Outspoken	1 2 3 4 5 6 7	Speaks cautiously
	38.	Often unfriendly	1 2 3 4 5 6 7	Usually friendly
	39.	Frequently angry	1 2 3 4 5 6 7	Rarely angry
	40.	Hard-hearted	1 2 3 4 5 6 7	Soft-hearted
Rebellious	41.	Complains	1 2 3 4 5 6 7	Can keep quiet
	42.	Often gloomy	1 2 3 4 5 6 7	Usually cheerful
	43.	Resents being bossed	1 2 3 4 5 6 7	Favors being bossed
	44.	Skeptical	1 2 3 4 5 6 7	Accepting
	45.	Bitter	1 2 3 4 5 6 7	Forgiving
	46.	Complaining	1 2 3 4 5 6 7	Uncomplaining
	47.	Resentful	1 2 3 4 5 6 7	Charitable
	48.	Rebels against everything	1 2 3 4 5 6 7	Conforms to all of the rules
Distrustful	49.	Able to doubt others	1 2 3 4 5 6 7	Does not doubt others
	50.	Frequently disappointed	1 2 3 4 5 6 7	Rarely disappointed
	51.	Hard to impress	1 2 3 4 5 6 7	Suggestible
	52.	Touchy and easily hurt	1 2 3 4 5 6 7	Serene and insensitive
	53.	Jealous	1 2 3 4 5 6 7	Trusting
	54.	Slow to forgive a wrong	1 2 3 4 5 6 7	Readily forgives a wrong
	55.	Stubborn	1 2 3 4 5 6 7	Submissive
	56.	Distrusts everybody	1 2 3 4 5 6 7	Trusts everybody
Masochistic	57.	Able to criticize self	1 2 3 4 5 6 7	Incapable of self-criticism
	58.	Apologetic	1 2 3 4 5 6 7	Arrogant
	59.	Easily embarrassed	1 2 3 4 5 6 7	Hard to embarrass
	60.	Lacks self-confidence	1 2 3 4 5 6 7	Possesses self-confidence
	61.	Self-punishing	1 2 3 4 5 6 7	Self-vindicating
	62.	Shy	1 2 3 4 5 6 7	Outgoing
	63.	Timid	1 2 3 4 5 6 7	Adventurous
	64.	Always ashamed of self	1 2 3 4 5 6 7	Never ashamed of self

Interpersonal Variable Defined			
Self-effacing	65. Obedient	1 2 3 4 5 6 7	Unruly
	66. Usually gives in	1 2 3 4 5 6 7	Rarely gives in
	67. Easily led	1 2 3 4 5 6 7	Must be forced
	68. Modest	1 2 3 4 5 6 7	Overbearing
	69. Passive and unaggressive	1 2 3 4 5 6 7	Action-oriented and aggressive
	70. Meek	1 2 3 4 5 6 7	Arrogant
	71. Obeys too willingly	1 2 3 4 5 6 7	Obeys only reluctantly
	72. Spineless	1 2 3 4 5 6 7	Dictatorial
Docile	73. Grateful	1 2 3 4 5 6 7	Ungrateful
	74. Admires and imitates others	1 2 3 4 5 6 7	Detests and rejects others
	75. Often helped by others	1 2 3 4 5 6 7	Rarely helped by others
	76. Very respectful to authority	1 2 3 4 5 6 7	Disrespectful to authority
	77. Dependent	1 2 3 4 5 6 7	Independent
	78. Wants to be led	1 2 3 4 5 6 7	Wants to lead others
	79. Hardly ever talks back	1 2 3 4 5 6 7	Often talks back
	80. Clinging vine	1 2 3 4 5 6 7	Detached and aloof
Dependent	81. Appreciative	1 2 3 4 5 6 7	Unappreciative
	82. Very anxious to be approved of	1 2 3 4 5 6 7	Little need for the approval of others
	83. Accepts advice readily	1 2 3 4 5 6 7	Reluctant to accept advice
	84. Trusting and eager to please	1 2 3 4 5 6 7	Skeptical and indifferent to the needs of others
	85. Lets others make decisions	1 2 3 4 5 6 7	Wants to make his own decisions
	86. Easily fooled	1 2 3 4 5 6 7	Difficult to fool
	87. Likes to be taken care of	1 2 3 4 5 6 7	Dislikes to be taken care of
	88. Will believe anyone	1 2 3 4 5 6 7	Will not believe anyone
Cooperative	89. Cooperative	1 2 3 4 5 6 7	Uncooperative
	90. Eager to get along with others	1 2 3 4 5 6 7	Little interest in getting along with others
	91. Always pleasant and agreeable	1 2 3 4 5 6 7	Never pleasant and agreeable
	92. Wants everyone to like him	1 2 3 4 5 6 7	Needs nobody to like him
	93. Too easily influenced by others	1 2 3 4 5 6 7	Hardly ever influenced by others
	94. Will confide in anyone	1 2 3 4 5 6 7	Will not confide in anyone
	95. Wants everyone's love	1 2 3 4 5 6 7	Needs nobody's love
	96. Agrees with everyone	1 2 3 4 5 6 7	Does not agree with anyone

Interpersonal Variable Defined				
	97.	Friendly	1 2 3 4 5 6 7	Unfriendly
	98.	Affectionate and understanding	1 2 3 4 5 6 7	Undemonstrative and dogmatic
	99.	Sociable and neighborly	1 2 3 4 5 6 7	Asocial and isolated
Overcon-	100.	Warm	1 2 3 4 5 6 7	Cold
ventional	101.	Fond of everyone	1 2 3 4 5 6 7	Indifferent to others
	102.	Likes everybody	1 2 3 4 5 6 7	Dislikes everybody
	103.	Friendly all the time	1 2 3 4 5 6 7	Is never friendly
	104.	Loves everyone	1 2 3 4 5 6 7	Hates everyone
	105.	Considerate	1 2 3 4 5 6 7	Inconsiderate
	106.	Encourages others	1 2 3 4 5 6 7	Discourages others
	107.	Kind and reassuring	1 2 3 4 5 6 7	Unkind and skeptical
Hyper-	108.	Tender and soft-hearted	1 2 3 4 5 6 7	Calloused and hard-hearted
normal	109.	Forgives anything	1 2 3 4 5 6 7	Forgives nothing
	110.	Oversympathetic	1 2 3 4 5 6 7	Completely unsympathetic
	111.	Too lenient with others	1 2 3 4 5 6 7	Too strict with others
	112.	Tries to comfort everyone	1 2 3 4 5 6 7	Tries to make others uncomfortable
	113.	Helpful	1 2 3 4 5 6 7	Thwarting
	114.	Big-hearted and unselfish	1 2 3 4 5 6 7	Hard-hearted and selfish
	115.	Enjoys taking care of others	1 2 3 4 5 6 7	Dislikes taking care of others
Respons-	116.	Gives freely of self	1 2 3 4 5 6 7	Gives of self reluctantly
ible	117.	Generous to a fault	1 2 3 4 5 6 7	Extremely stingy
	118.	Overprotective of others	1 2 3 4 5 6 7	Rejecting of others
	119.	Too willing to give to others	1 2 3 4 5 6 7	Very reluctant to give to others
	120.	Spoils others with kindness	1 2 3 4 5 6 7	Unkind to everybody
	121.	Well thought of	1 2 3 4 5 6 7	Poorly thought of
	122.	Makes a good impression	1 2 3 4 5 6 7	Makes a poor impression
	123.	Often admired by others	1 2 3 4 5 6 7	Rarely admired by others
Auto-	124.	Respected by others	1 2 3 4 5 6 7	Held in contempt by others
cratic	125.	Always giving advice to others	1 2 3 4 5 6 7	Never gives advice to others
	126.	Acts important	1 2 3 4 5 6 7	Acts unimportant
	127.	Tries to be too successful	1 2 3 4 5 6 7	Tries to appear as a failure
	128.	Expects everyone to admire him	1 2 3 4 5 6 7	Expects others to hate him

OPINION SURVEY

This is an activity designed to reflect your opinion at this moment on some educational and social questions.

Place a check ( ) mark in the column on the right that best expresses your feelings. If you have mixed feelings, mark the blank with a zero (0).

+1: I AGREE A LITTLE
+2: I AGREE PRETTY MUCH
+3: I AGREE VERY MUCH
0: I AM UNCERTAIN
-1: I DISAGREE A LITTLE
-2: I DISAGREE PRETTY MUCH
-3: I DISAGREE VERY MUCH

	+3	+2	+1	0	-1	-2	-3
1. Many personality traits, such as honesty, sense of rhythm, and imaginativeness have been shown to be associated with racial characteristics.							
2. Obedience and respect for authority and for the law are the most important virtues children should learn.							
3. Intelligence tests results show that differences between races are greater than individual differences between people of the same race.							
4. There are some racial groups of man whose genes are mutually incompatible as far as intermarriage is concerned.							
5. Negro Americans and Spanish Americans have their rights, but it may be best to keep them in their own districts and schools.							
6. If the most intelligent, imaginative, energetic and emotionally stable third of mankind were to be selected, all races would be about equally represented.							
7. A person who has bad manners, habits, and speech can hardly be expected to get along with decent people.							
8. The Negro's skin is harder to keep clean than the white man's skin.							
9. What alienated youth needs most is strict discipline and the will to work.							

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	+3	+2	+1	0	-1	-2	-3
10. The idea that opportunities in the United States are open equally to all individuals of equal ability must be regarded as a fantasy.							
11. It would be a mistake generally to have Negroes as foremen, administrators, or political leaders over the white majority in America.							
12. Young people of Mexican extraction are not as capable of intellectual achievement as are students of Anglo-Saxon parentage.							
13. Young minorities sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.							
14. Race mixture produces biologically inferior offspring.							
15. There may be individual exceptions, but in general, minority groups in America are pretty much alike.							
16. Mongoloids, Caucasions, Spanish, and Negroes can be distinguished by their emotional characteristics and personality traits.							
17. Nowadays, more and more people are prying into family matters that should remain personal and private.							
18. Pure-blooded members of a race are superior in native ability to half-breeds.							
19. The trouble with letting Negroes into a nice neighborhood is that they gradually give it a typically Negro atmosphere.							
20. Even if all racial groups had equal environments, it is not very probable that their average mental accomplishments would also be equalized.							

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21. It has been demonstrated that racial groups differ fundamentally in their ability to adapt themselves to a new culture and to make contributions to it.							
22. The true American way of life is disappearing so fast that strong measures may be necessary to preserve it.							
23. Culturally the colored races are superior to the white race in many important respects.							
24. To try to end the prejudice against Negroes, the first step is for the Negroes to sincerely try to get rid of their harmful and irritating faults and habits.							
25. Irregular sex activities among Negroes is a consequence of their greater natural sex urge.							
26. Most Negro adolescents would become aggressive and disagreeable if not closely controlled.							
27. Some racial groups are naturally aggressive, while others are naturally peaceable.							
28. Familiarity breeds contempt in working with minority groups.							
29. Frustration results in some form of aggression.							
30. It is essential for learning or effective work with the disadvantaged that our teachers outline in detail what is to be done and exactly how to go about it.							
31. A newborn white infant brought up by Australian aborigines would differ to some extent in mentality and behavior from the natives as a whole because of his race.							
32. Among disadvantaged learners, a teacher can expect three out of four to have less than average intelligence.							

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33. Parents of disadvantaged children tend to show less concern than do middle class parents over their children's scholastic achievement.							
34. Present intelligence tests have a definite bias against minority children.							
35. A lower class youngster tends to place more emphasis on "belonging to a gang" than does the middle class youngster.							
36. Experienced teachers have a fairly adequate understanding of the family life of typical disadvantaged learners.							
37. In general, disadvantaged learners are more effective with non-verbal problems than with verbal ones.							
38. "Nobody tells me what to do" is more a lower class adolescent concept than a middle class adolescent concept.							
39. Disadvantaged learners are less creative than middle class learners.							
40. Lower class fathers tend to become less involved in school related matters than lower class mothers.							
41. In general, teachers of the disadvantaged do not bring the out-of-school experiences of the students to bear on classroom work.							
42. Under present conditions, it is almost impossible for teachers of the disadvantaged to utilize the social background of these students in the teaching-learning process.							
43. The school will have served its purpose if we teachers some way can help fit the disadvantaged into the American way of doing things.							
44. Prejudice deserves more treatment in our education than it usually receives.							

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45. In general, teachers could do a better job if the culture diversity in school and the classroom could be reduced.							
46. Much of juvenile delinquency is caused by working mothers.							
47. Helping the disadvantaged youngsters to be more successful in their school work is the most important job a teacher can perform.							
48. The drift in America toward a welfare state is sapping the moral fiber of the people.							
49. A good teacher, generally speaking, will tend to be a good teacher also of the disadvantaged.							
50. A successful teacher of the disadvantaged must possess special attitudes.							
51. In America, the best teachers of the culturally different learner tend to come from that culture.							
52. It would be a mistake to allow secondary students to call their teachers by their first names.							
53. Most disadvantaged families do not really know what they want out of life.							
54. Most disadvantaged have but few values they are willing to live by.							
55. Teachers in depressed areas can expect little parent cooperation in school problems.							
56. The disadvantaged tend to be loud, vulgar, and impolite.							
57. The disadvantaged should have something to say about the kind of education offered them.							
58. Because of the numerous similarities in the backgrounds of the disadvantaged, they in school tend to be a more homogeneous group than the others.							

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	+3	+2	+1	0	-1	-2	-3
59. It is questionable as to whether our schools should be pushed into social welfare concerns.							
60. The best way to deal with the educational problems of the disadvantaged would seem to be to create special classes for them.							
61. Various cultural groups have unique biologically induced body odors.							
62. Education is free enough now in American society that anyone who really wants it can get it somehow.							
63. Groups wishing to be truly integrated into American society should subordinate their cultural origins and adopt our uniquely American way of life.							
64. Corporal punishment is sometimes an acceptable method of dealing with a disadvantaged learner.							
65. If desegregation were to result in more mixed marriages, I would be against it.							
66. I have found that relatively fewer disadvantaged children can be trusted than middle class children.							
67. In dealing with the disadvantaged, the teacher generally must be a little more authoritarian than with other learners.							
68. Other things being equal, a teacher working with the disadvantaged needs stability more than adaptability.							
69. Negro counselors and advisors tend to reveal in general the same attitudes toward disadvantaged learners as do white counselors and advisors.							
70. Education of the disadvantaged should aim primarily at helping them to function better in their position in the social structure rather than to emulate the middle class functioning.							

FOLLOW-UP

In keeping with the objectives of the Consortium, specific follow-up activities would serve as supportive evaluation activities, as well as supply data for future planning. The exploration of attitudes of participants within the four defined areas of desegregation problems served as one of the prime objectives of workshop activities. The effect upon attitudes as regards change, influence, or formulation of new attitudes would necessarily have to be explored by follow-up procedures.

It is hoped that the participants, both teachers and principals, will serve as facilitators to develop in-service programs in the various represented schools which will perpetuate the strategies identified in the workshop activities. A response from each participant will be solicited, by form letter (copy attached), regarding specific programs or activities undertaken or developed at the school level, as a result of or in some manner influenced by participation in the summer Consortium. The letter will endeavor to elicit responses in three areas:

(1) Specific activities, influences, etc. within the teacher's or principal's own job performance

(2) Activities which the individual has been able to initiate, or influence which he has been able to exert outside his own particular job, with respect to faculty, students, parents, and other interested citizens

(3) Problem areas or other needs that have developed in the individual schools which were not covered in the workshop, and upon which assistance may be needed.

(4) Successful strategies employed which may be shared with others.

_____

_____

_____

Dear _____

We hope you are having a successful school year. Your participation in the Northeast Consortium to Investigate and Find Solutions to Problems Attendant to Desegregation during the summer of 1970 denoted a concern for quality education. From all indications, the summer activities of the workshop were very successful. We feel confident the experiences gained in the three weeks summer session are proving helpful during the current school year. Would you please take a few moments to share with us your experiences and evaluation to-date regarding the effect of the workshop?

Plans are being formulated for follow-up activities later this school year. We need your response and comments to help structure two possible Saturday Conferences and/or a two-day visitation activity.

Thank you for your attention and assistance

Sincerely,

Director and Staff
Desegregation Summer Consortium
Northeast Louisiana University

PLEASE RESPOND TO THE FOLLOWING QUESTIONS OR STATEMENTS BELOW.

I. Comment briefly about specific ways participation in the workshop has helped you in your job.

II. In what ways have you been able to share your summer experiences with fellow faculty members (formal and informal ways)?

III. Are there specific problem areas that have developed this school year in which future workshops should consider?

IV. List successful strategies employed which may be shared with others.

Other Comments:

To further enhance the evaluation and effect of the summer workshop, follow-up activities that bring all participants back together are planned. These activities would of necessity be held in the late fall or early spring of the 1970-71 school year, a time after which participants have had opportunities to work with strategies developed in the summer sessions at their own school levels.

Upon receipt and compilation of responses from the various members, plans will be formulated for two Saturday workshops on the Northeast Louisiana University campus for the teacher participants. These two (one-day) workshops will deal specifically with attitudinal influences of participants and opportunities to explore the multiplier effect within each school represented. For the administrators, a two-day visit to an exemplary school system will be held. The visit will deal not only with the observation of successful procedures being employed, but afford an opportunity for the evaluation and sharing of pertinent activities within each member's school.